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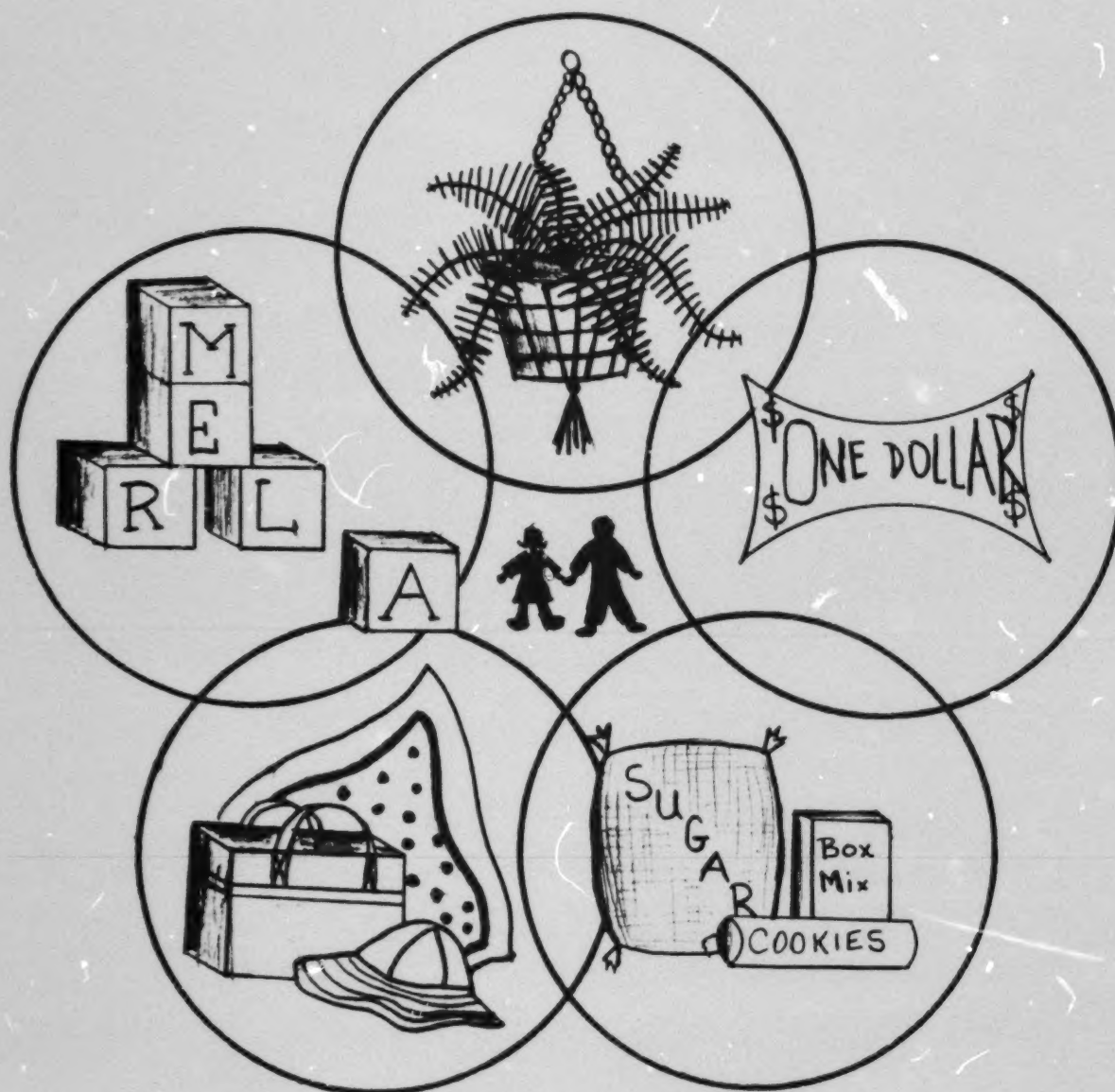
ABSTRACT

Adapted to meet local needs and goals, this curriculum guide for grades 7 and 8 is designed to help develop behaviors and skills to use in solving family-life problems. The guide consists of a course outline and separate lessons for both grades, grouped according to the major topics of human development and the family, home management and consumer education, foods and nutrition, housing and home furnishings, and textiles and clothing. Each lesson consists of concept title, generalization, behavioral objective, subgeneralizations, lists of learning experiences, and resources. A section of learning activities related to the lessons is appended. (NJ)

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7th AND 8th GRADE BOYS AND GIRLS



U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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FINAL REPORT

PROJECT #23-4023

THE VOCATIONAL ACT OF 1968, as amended

Prepared by:

EAST STROUDSBURG AREA SCHOOL DISTRICT

For:

BUREAU OF VOCATIONAL, TECHNICAL AND
CONTINUING EDUCATION

PENNSYLVANIA DEPARTMENT OF EDUCATION

HOME ECONOMICS FOR

7TH AND 8TH GRADE

BOYS AND GIRLS

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1975

R A T I O N A L E

The purpose of Home Economics education is to help individuals develop behaviors and skills which enable them to solve family life problems according to their values and goals. Although there are fundamental concepts and generalizations within the structure of home economics, different approaches and different teaching strategies must be employed to effect a learning atmosphere and changed behavior.

Change is the word which describes Home Economics education today. The American life style has been affected by the energy crisis, an economy in recession, working mothers, changing roles of men and women, and family living patterns. Both boys and girls are choosing courses in Home Economics, thus traditional teaching is no longer applicable in today's classrooms. As the roles of family members change, Home Economics must stress preparation for human development, managerial and consumer roles.

The seventh and eighth grade curriculum presented seems the best for now--today. There are differences as well as similarities in individual needs, and as trends in life styles change, so must the curriculum be revised to meet these needs. The program must be of value for the students it serves. Thus, changing societal developments force changes in the emphasis of the Home Economics curriculum.

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FOREWARD

This guide is an excellent example of teacher-coordinator cooperation. The guide reflects current Home Economic trends. It has been developed into a functional, effective program adapted to meet local needs and goals. The context provides a full measure of instruction for each student. Provision has been made for continuity of learning. Innovative curricula and instructional techniques to meet changes in the modern Home Economics program are permitted by its organization. Desirable learning experiences to develop skills, concepts, terms, and understandings have been ably provided.

We are most appreciative of the committee's work, time and effort. To the coordinator, Mrs. Frances Mikels, and the Professional Educational Consultant from the Department of Education, Dr. Laura A. Halliday, we express our gratitude for a project ably accomplished.

John T. Lambert

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	6	7	8
Home Management and Consumer Ed.	Source of Family Money Family Spending Habits 5 lessons	How I Earn My Money Personal Spending Habits 15 lessons	Purpose of Advertising Criticism of Advertising Appeals of Advertising Types of Advertising Media Used in Advertising 16 lessons
Careers in Home Economics		Included as part of Home Management in Grade 7	Babysitters' as Wage Earners 3 lessons
Human Development and the Family	Getting to Know You You and Your Friends Knowing How to Act 10 lessons	Family Composition Problem Solving Communication Family Harmony Family Fun Citizenship 15 lessons	Understanding Babies and Young Children Toys, Games and Stories Child Safety Peer Relationships 18 lessons
Textiles and Clothing	Grooming Clothing Care Hand Sewing - Buttons - Stitches 12 lessons	Clothing Selection Sewing Machine Grooming - Intro- duction Cleanliness Care of the Teeth Care of the Hands and Feet Care of the Hair 20 lessons	Your Clothes and You Choosing Your Clothing Pattern Information Accessory Construction Clothing Repair 18 lessons
Housing and Home Furnishings	Community Services for the Home Apartment vs. Mobile vs. Home vs. House 5 lessons	Responsibilities at Home House types: 1) Ranch 2) Two-story 3) One and one-half story 4) Split Level 5) Contemporary Apartment Types: 1) Above Store 2) Building 3) Duplex 4) Co-operative 5) Condominium 6) Town House 10 lessons	The Personality of a Room Care of a Room Sharing a Room Furniture Arrangement Decorating and Accessor- izing a Room 10 lessons

	HOME EC. I	HOME EC. II	SEMESTER MODULES
Home Management and Consumer	Teens and Money You are a Consumer Spending Plans 25 lessons	Small Appliance Selection Comparison of Small Appliances Multipurpose Uses of Small Appliances to Save Energy and Money 30 lessons	Consumer Sense Singles Survival
Careers in Home Economics	Careers in Home Economics Job Opportunities Applying for a Job 15 lessons	Job Opportunities Out- side Home Development of Skills and Talents at Home Gainful Opportunities at Home 23 lessons	
Human Development and the Family	What Is a Teenager? Personality Development Values for Teen-Agers 15 lessons	Individuality The Individual Role in Society Roles in the Family Family Life Styles 20 lessons	Child Care and Development Family Living
Textiles and Clothing	Buying Ready-to-Wear Line and Design in Clothing Selection of Pattern, Fabric and Notions Constructing a Garment 40 lessons	Pattern Selection Fabric and Notions Garment Construction 40 lessons	Creating My Wardrobe Tailoring
Housing and Home Furnishings	Accessories for the House 15 lessons	Efficient Kitchen Plans Comparison of Dinner- ware Selecting Crystal Evaluation of Flatware 30 lessons	Creative Stitchery Creative Crafts Home Furnishings

	HOME EC. I	HOME EC. II	SEMESTER MODULES
Foods and Nutrition	Meal Planning Wise Food Shopping Attractive Table Settings Casual Meals 60 lessons	Selecting, Purchasing and Preparing Vegetables Types of Cakes Preparation of Cakes Comparison of "scratch" vs. "box" cakes Hamburger - Umpteen ways 30 lessons	Bachelor Cooking Focus on Foods World Foods

COURSE OUTLINE

GRADE 7

HUMAN DEVELOPMENT AND THE FAMILY

I. The Family

A. Composition

1. Nuclear
2. Extended
3. Other

B. Problem Solving Procedure

1. State problem
2. Collect facts
3. Consider alternatives
4. Make decision
5. Act on decision
6. Evaluate decision

C. Communication

D. Harmony

1. Loyalty
2. Understanding
3. Cooperation
4. Respect

E. Fun

II. Citizenship

A. Rights

B. Privileges

C. Responsibilities

HOME MANAGEMENT AND CONSUMER EDUCATION

I. Source of Money

A. Allowances

B. Working

1. Find a job
2. Keep a job
3. Work papers

II. Spending Habits

A. Personal Budget

B. Shopping Habits

1. Sales
2. Newspaper ads
3. Comparison
4. Impulse purchases
5. Credit
6. Warranties
7. Store Types
8. Store ownership

FOODS AND NUTRITION

I. Meal Patterns

- A. Nationality
- B. Available food
- C. Religion
- D. Other

II. Menu Planning

- A. Nutrition
- B. People
- C. Cost
- D. Time
- E. Appearance

III. Safety in Kitchen

IV. Health in Kitchen

- A. Personal cleanliness
- B. Dishwashing
- C. Clean up

V. Interpret the Recipe

- A. Terms
- B. Directions

- C. Plans
 - 1. Time
 - 2. Market
- VI. Use of Equipment and Utensils
 - A. Utensils-identify
 - B. Measuring
- VII. Breakfast Foods
 - A. Importance
 - B. Selection
 - C. Comparative preparation
- VIII. Lunch Box
 - A. Planning
 - B. Packing
 - C. Type "A" Lunch
- IX. Entertainment
 - A. Theme
 - B. Menu
 - C. Decoration
 - D. Activities
 - E. Invitations
 - F. Duties of people involved

HOUSING AND HOME FURNISHINGS

- I. Responsibilities for Care of Home
 - A. Responsibilities
 - B. Privileges
- II. Housing Types
 - A. Ranch

- B. Two story
- C. One and one-half story
- D. Split level
- E. Contemporary

III. Apartment Types

- A. Building
- B. Duplex
- C. Co-operative
- D. Condominium
- E. Towne House

TEXTILES AND CLOTHING

I. Clothing selection appropriate for activity

II. Use of Machine

- A. Parts
- B. Threading
- C. Bobbin
- D. Stitching
- E. Project
 - 1. Quilted wall hanging
 - 2. Pillow

III. Grooming

- A. Importance
- B. Cleanliness
 - 1. Soaps
 - 2. Cleansers
 - 3. Deodorant, anti-perspirant
 - 4. Hair removal
 - 5. Skin type
 - 6. Acne

C. Care of teeth

1. Diet
2. Check-up
3. Brushing
4. Mouthwash
5. Tooth decay
6. Halitosis

D. Care of hands and feet

1. Manicure
2. Pedicure

E. Care of hair

1. Special problems
2. Types
3. Styles

HUMAN DEVELOPMENT AND THE FAMILY

CONCEPT I:

FAMILY COMPOSITION

Generalization:

The family is the basic social unit.

Behavioral Objective:

The student will identify verbally family patterns.
The student will identify in writing their family responsibilities.

SUB GENERALIZATIONS	LEARNING EXPERIENCES	RESOURCES
A. There are many different family patterns.	Class discussion including: Nuclear family Extended family	<u>SRA Self-Development Stage 3:</u> <u>Involvement Guide, Page 118</u>
B. Your responsibilities vary depending upon your family composition.	Responsibilities when a family has both parents. One parent Grandparents	
C. Privileges and responsibilities vary according to age and sex.	Only child Many children Working parents	

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HUMAN DEVELOPMENT AND THE FAMILY

CONCEPT II: Problem solving

Generalization: The problem solving procedure is one method for resolving difficulties.

Behavioral Objective: Given problems to solve, the student will select the best possible solution by using the problem-solving method.

SUB GENERALIZATIONS	LEARNING EXPERIENCES	RESOURCES
A. The problem solving procedure is a method of organizing all information you have available in order to find a solution.	Chart listing steps of problem-solving procedure. Work sample problem. Students will be assigned a problem. In small groups, they will discuss problem and all solutions. Then present to class in the form of a role play.	<u>Teen Guide to Homemaking</u> Barclay, Champion, Brinkley, Funderbark, Pages 148-153. <u>Family Living Mods Intermediate Level</u>, Page 25. <u>Discovering Yourself</u> Cosgrove, Unruh, SRA See appendix for problems.

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HUMAN DEVELOPMENT AND THE FAMILY

CONCEPT III:

COMMUNICATION

Generalization:

Open communication is important to family unity.

Behavioral Objective:

After selected learning experiences, the student will identify verbally the problems they meet and the solutions used in their relationships with their families.

SUB GENERALIZATIONS	LEARNING EXPERIENCES	RESOURCES
A. Family differences can be solved.	"Have you ever said...?" Role Play Problems	<u>Discovering Yourself</u> Cosgrove & Urruh SRA, page 46
B. Discussions of problems result in better understanding between individuals	Fish bowl - students Write examples of problems and place in bowl. Working in small groups, students will discuss and select a solution to a problem chosen at random.	See appendix <u>Family Living Mods Intermediate Level</u> , Page 61
C. Sharing the events of your day promotes family unity.	Class discussion	

HUMAN DEVELOPMENT AND THE FAMILY

CONCEPT IV: FAMILY HARMONY

Generalization: Good sibling relationships foster a harmonious family situation.

Behavioral Objective: The student will identify in writing problem situations and how he/she would solve them.

SUB GENERALIZATIONS	LEARNING EXPERIENCES	RESOURCES
A. Certain problems among brothers and sisters are associated with family living.	What problems do you have at home? Read 36 - 38 Discuss student problems and the meanings of loyalty, understanding, cooperation, and respect to these problems. Open ended sentences on posters Loyalty means.... I understand.... Cooperation means to.... I respect a person who.... I do not respect a person who.... Students will do page 39, "Things to Do" in groups of 2.	<u>Steps in Home Living</u> Reiff. U.S.A. Bennett, 1971 Page 38

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HUMAN DEVELOPMENT AND THE FAMILY

CONCEPTS V:

FAMILY FUN

Generalization:

Family activities create a feeling of togetherness.

Behavioral Objective:

The student will plan a family activity for the entire family to enjoy.

SUB GENERALIZATIONS

LEARNING EXPERIENCES

RESOURCES

A. Family recreation is fun.

Plan a family activity for the student's entire family.

Include: Type of activity
Location
Advance preparation
Clean up

B. Children learn what they live.

Conclusion of Unit
Song - "Children Learn What They Live".
Discussion 66: What does this poem mean to you?

Teen Guide to Homemaking:
Barclay, Champion, Brinkley,
Funderbark, page 121

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HUMAN DEVELOPMENT AND THE FAMILY

CONCEPT VI:

CITIZENSHIP

Generalization:

Just as you have privileges and responsibilities as a family member, you also have rights, privileges, and responsibilities as a citizen.

Behavioral Objective:

The student will choose the rights, privileges, and responsibilities he/she considers most important as a citizen.
The student will explain in writing his/her reasons for each of the above choices.

SUB GENERALIZATIONS

LEARNING EXPERIENCES

RESOURCES

Rank Order of Rights
Rank Order of Privileges
Rank Order of Responsibilities
Explanation of personal reasons.
Discussion 44

Values Clarification
Simon, Howe, Kirschenbaum
Pages 112, 58 - 93

Values Voting

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HOME MANAGEMENT AND CONSUMER EDUCATION

CONCEPT I: HOW I EARN MY MONEY

Generalization: Various sources of student income include allowances, gifts, and odd jobs.

Behavioral Objective: The student will list three possible sources of personal income and explain their differences.

SUB GENERALIZATIONS	LEARNING EXPERIENCES	RESOURCES
A. Odd jobs students can perform include such things as baby-sitting, mowing grass, washing windows, helping with housework washing car, etc.	Pairs of students role play odd jobs. Brainstorm odd jobs. Unusual job role play. Students make a poster having to do with odd jobs.	
B. Allowances are allotments from the family budget for individual spending.	Discussion covering the pro's and con's of allowances, a career vs. a job, qualities needed for finding and keeping a job, how to get working papers.	Commonwealth of Pa. Department of Education <u>Promise of Vacation Employment</u> - DEBE-168 (8-73)
C. A career is a long term occupation, while a job usually is changed several times, during a careet.		

HOME MANAGEMENT AND CONSUMER EDUCATION

CONCEPT II: PERSONAL SPENDING HABITS

Generalization: Families and individual people are both considered consumers.

Behavioral Objective: The student will plan a budget for himself to reach a chosen goal.

SUP GENERALIZATIONS	LEARNING EXPERIENCES	RESOURCES
A. Consumer behavior affects family spending the same as it affects individual spending.	Given a specific amount of money, the student will plan a personal budget. Class discussion covering consumer spending habits. 1. sales 2. store types 3. store ownership 4. guarantee, warranty 5. Comparison shopping 6. impulse purchases 7. credit Using newspapers ad students will compare prices of similar products in several different stores. Ex: Wyckoff's, Grants, Hess, Big N, Jamesway.	Filmstrip "Who is a Consumer" <u>Learning to be a Wise Consumer</u>. Guidance Associates Part I. Filmstrip: "Buying Wisely" Transparency Series - "Dollar Stretching Practices" Bergquist, Dorothy, Home Economics #4, 3M Company, St. Paul, Minnesota. "Guidance Associates, Part 3. <u>Learning to be a Better Buyer</u> Saolback, Wm. F. Laidlaw Bros. Dallas, Texas. 1974 <u>Consumer Decision Making Guides to Better Living</u>. Warmlee, Wyllie, Sellers, Pages 163 - 190 Transparency series to explain following assignment. <u>Planning Meals and Shopping</u>. Weaver, Ann. Fearon Publishers, Belmont, Calif. 1974, Pages 50 - 51.

CONCEPT II:

PERSONAL SPENDING HABITS (Cont'd)

SUB GENERALIZATIONS

LEARNING EXPERIENCES

RESOURCES

Using newspaper ads student will compare prices of food in several different stores. Then students will use this list of foods to plan one weekly menu for a family of four people.

Example: Acme, Warehouse Foods, A & P, small independent stores.

Using worksheets, students will make bar graphs to be used for comparing products during discussion.

Filmstrip: "The Two R's: Rights and Responsibilities." Learning to be a Wise Consumer. Guidance Assoc. Part 4.

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F O O D S A N D N U T R I T I O N

CONCEPT I:

MEAL PATTERNS

Generalization:

Many factors affect the kinds of foods people choose to eat.

Behavioral Objectives:

The student will verbally explain the factors affecting the foods people choose to eat.

SUB GENERALIZATIONS	LEARNING EXPERIENCES	RESOURCES
A. Each nationality has it's own characteristic foods.	Brainstorm foods characteristic to different nationalities.	<u>First Foods:</u> Cronan, Atwood, Page 15
B. The kinds of food available where you live helps determine what you eat.	Students research a country or religious belief for a report on food habits.	
C. Certain religious customs determine the types of food people eat.	Student will construct a poster depicting his topic.	

FOODS AND NUTRITION

CONCEPT II:

MENU PLANNING

Generalization:

There are many factors to consider when planning a menu.

Behavioral Objective:

The student will explore the factors involved in menu planning in order to plan a menu from given situations.

SUB GENERALIZATIONS	LEARNING EXPERIENCES	RESOURCES
A. The basic four food groups will serve as a guide for planning nutritionally balanced meals.	Film "Mulligan Stew" Students write five daily menus with another student to evaluate.	4H TV Series and Comic Book
B. The likes and dislikes of the people you are serving helps determine the foods you choose.	Read Pages 22 - 23 and Pages 50 - 66.	<u>First Foods</u> : Cronan, Atwood
C. Decide if you have enough time to prepare your food and, also clean up afterwards.	Complete pages 60 - 61 Complete pages 64 - 65 Complete page 67 Exchange menus from page 67 with another student and analyze them.	
D. Cost of food is a very important factor, especially now with rising food costs.		
E. Foods must look and taste like they should be served together.		

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FOODS AND NUTRITION

CONCEPT III:

SAFETY IN THE KITCHEN

Generalization:

Accidents in the kitchen can be dangerous and costly so we must take safety precautions.

Behavioral Objective:

The student will demonstrate good habits of kitchen safety during laboratory work.

SUB GENERALIZATIONS	LEARNING EXPERIENCES	RESOURCES
	Slides on safety	Teacher-made slides.
	Transparency: "Safety in the Kitchen"	GAF Corporation
	Read and complete pages 40 - 45.	<u>Getting Ready to Cook.</u> Weaver

FOODS AND NUTRITION

CONCEPT IV:

HEALTH IN THE KITCHEN

Generalization:

Cleanliness in the kitchen is important to good health.

Behavioral Objectives:

The student will demonstrate knowledge of and concern for maintaining a healthy kitchen atmosphere during laboratory work.

SUB GENERALIZATIONS	LEARNING EXPERIENCES	RESOURCES
A. Personal cleanliness is a must when preparing food.	Read pages 38 - 39.	<u>Getting Ready to Cook</u> Weaver
B. For ease and efficiency when washing dishes, it helps to follow a specific order.	Read pages 43 - 46. Complete page 47	<u>First Foods:</u> Cronan and Atwood
C. Proper storage of equipment and utensils after use helps insure more efficient future preparations.	Read pages 52 - 53. Complete 54.	<u>Getting Ready to Cook</u> Weaver

FOODS AND NUTRITION

CONCEPT V:

INTERPRET THE RECIPE - TERMS - PLANS

Generalization:

In order to have good results when cooking, it is necessary to read the recipe carefully and to understand and follow the directions.

Behavioral Objective:

The student will demonstrate his/her knowledge of cooking terms and recipes during laboratory work. The student will prepare a time plan and market order prior to each laboratory.

SUB GENERALIZATIONS	LEARNING EXPERIENCES	RESOURCES
A. A realistic time plan is necessary if you want your work finished in a specified amount of time.	Transparency Series. Work sheet on reading the recipe carefully. Explanation and demonstration of cooking terms.	Ringold, Shirley; "Interpreting a Recipe" - Home Economics #16; 3 M Co., St. Paul, Minnesota <u>Getting Ready to Cook</u> , Weaver Pages 16, 17, 22 - 23, Pages 18 - 21
	Sample Time plan Read 34 - 36 Complete 37	<u>Better Homes & Gardens Jr. Cookbook</u> , page 6 <u>Getting Ready to Cook</u> , Weaver

FOODS AND NUTRITION

CONCEPT VI:

EQUIPMENT AND UTENSILS

Generalization:

Before you begin to cook, you must know what equipment to use and how to use it.

Behavioral Objective:

The student will demonstrate the use and care of kitchen equipment and cooking utensils.

SUB GENERALIZATIONS	LEARNING EXPERIENCES	RESOURCES	
A. Utensils are classified into groups depending upon their use; measuring, mixing, basic preparation, cooking on top of the range, and baking.	Display of kitchen utensils with explanation of use.	<u>Getting Ready to Cook</u> Weaver; page 8 - 9	
B. Measuring is done differently and with different equipment for various food types.	Demonstration on measuring Work Sheet Demonstration on use and care of range. Read pages 30 - 31.	Chocolate Chip Cookies Page 24 - 28	25

FOODS AND NUTRITION

CONCEPT VII:

BREAKFAST FOOD - SELECTION - COMPARATIVE PREPARATION

Generalization:

The foods you eat affect your appearance. Eating a nutritious breakfast will help you feel better and look nicer.

Behavioral Objective:

The student will plan and prepare a nutritious breakfast.

[illegible]

FOODS AND NUTRITION

CONCEPT VIII:

THE LUNCH BOX

Generalization:

Lunches give you the energy to keep you going all afternoon.

Behavioral Objective:

The student will explore the factors to be considered when packing a lunch, in order to plan a sack/box lunch.

SUB GENERALIZATIONS	LEARNING EXPERIENCES	RESOURCES
A. Lunches should be nutritionally balanced.	Brainstorm foods to be used in packed lunches. Plan five lunches, exchange and evaluate.	<u>First Foods</u> , Cronan, Atwood Page 99.
B. Your lunch should remain fresh from the time you prepare it until you are ready to eat it.	Student demonstration on wrapping food.	Page 106
C. Packed lunches can be fun and exciting to eat if you use your imagination when planning it.		
D. When buying your lunch you have the responsibility of keeping it nutritious.	Panel oral report on Type "A" lunches Analyze Type "A" lunch - class demonstration.	<u>Nutrition in Action</u> , Martin Pages 292 - 293.

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FOODS AND NUTRITION

CONCEPT IX: ENTERTAINMENT

Generalization: It takes planning to have a party you and your friends can enjoy.

Behavioral Objective: The students will plan and prepare an open house for their parents to attend.

SUB GENERALIZATIONS	LEARNING EXPERIENCES	RESOURCES
A. Your theme sets the mood of your party.	Each student plan open house individually, use ideas to plan as a class. Execute plan	
B. Menus and decorations are determined by your theme.		
C. Parties are not just for eating; plan some fun activities, too.		
D. Invitations may be verbal or written.	Given various situations, students write an informal invitation.	
E. For a party to be successful, the host, hostess, and guests must assume their responsibilities.		

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HOUSING AND HOME FURNISHING

CONCEPT I:

RESPONSIBILITIES AT HOME

Generalization:

Each individual is needed to share in the responsibility of creating a more satisfying environment.

Behavioral Objective:

The student will assume responsibility of a home job assigned by parent, as evidenced by checklist signed by parent.

SUB GENERALIZATIONS	LEARNING EXPERIENCES	RESOURCES
A. There are many things to be done to keep a home comfortable.	Read pages 78 - 80 and 82 - 95. Outline Do page 79 - 80.	<u>Steps in Home Living</u> , Reiff
B. Each person must be responsible for his/her own job.	Time and duty plan for care of student bedroom.	Page 92
C. If you share a room, you need to share the work, too!	Class discussion cover privileges and responsibilities at home. How do they work together? How do they differ when family make-up differs? What determines them? What are student responsibilities and privileges? Are they fair? Checklist of responsibilities at home.	See appendix.

H O U S I N G A N D H O M E F U R N I S H I N G S

CONCEPT II: HOUSE TYPES - RANCH - TWO STORY - 1½ STORY - SPLIT LEVEL - CONTEMPORARY

Generalization: The styles of housing built today can be divided into five basic types.

Behavioral Objective: The student will identify in writing housing designs.

<u>SUB GENERALIZATIONS</u>	<u>LEARNING EXPERIENCES</u>	<u>RESOURCES</u>
	Students view slides of various homes, discussing advantages and disadvantages of each type.	Slides - teacher made in Rochester, N.Y.
	Students will select pictures of homes from magazines to construct a bulletin board.	
	Students draw a picture and floor plan of their dream house	
	Extra credit: Students may use corrugated cardboard, etc. to build a model home.	

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H O U S I N G A N D H O M E F U R N I S H I N G S

CONCEPT III: APARTMENT TYPES - BUILDING - DUPLEX - CO-OPERATIVE - CONDOMINIUM -
 TOWNE HOUSE

Generalization: Whether you buy or rent an apartment, you have a variety of to choose from.

Behavioral Objective: The student will discuss the advantages and disadvantages of living in a given apartment.

SUB GENERALIZATIONS	LEARNING EXPERIENCES	RESOURCES
	Students will view slides of the interior and exterior of apartments, discuss advantages and disadvantages of each type of apartment complex.	Teacher-made slides from Rochester, New York and Pittsburgh, Pa.

TEXTILES AND CLOTHING

CONCEPT I: Clothing Selection

GENERALIZATIONS: Well chosen clothes do much to improve your appearance.

BEHAVIORAL OBJECTIVE: The student will write an evaluation of his/her wardrobe for its appropriateness for his/her lifestyle and activities.

SUB GENERALIZATIONS	LEARNING EXPERIENCES	RESOURCES
	Student will make a chart of activities and kind of clothing to be worn.	<u>Steps in Home Living</u> , Reiff Page 154
	Given situations student will determine clothing to be worn.	See appendix
	Students analyze clothing and activity problems.	
	Students list items necessary for a basic wardrobe, then find the cost, using newspapers, catalogues, store visits, etc.	

TEXTILES AND CLOTHING

CONCEPT II:

SEWING MACHINE

Generalization:

Before beginning any construction, you must know how to operate the machine properly.

Behavioral Objective:

The student will verbally identify the parts of the sewing machine.
The student will properly thread the sewing machine.
To demonstrate knowledge of the use of a machine, the student will construct a non-pattern project.

SUB GENERALIZATIONS	LEARNING EXPERIENCES	RESOURCES
A. To begin using a machine, you first need to know the names of the parts.	Demonstration of use of machine by students.	
B. The machine must be threaded properly so it will stitch correctly.	Learning Center: Diagram with instructions for properly threading the machine and bobbin. Students practice stitch control on proper design.	See appendix
C. The bobbin must also be threaded properly.	Construction project: Patchwork wall hanging or pillow.	Student design

TEXTILES AND CLOTHING

CONCEPT III:

GROOMING - INTRODUCTION

Generalization:

Grooming is basically personal body care.

Behavioral Objectives:

The student will discuss verbally the importance of good grooming habits.

SUB GENERALIZATIONS	LEARNING EXPERIENCES	RESOURCES
	Open sentence on poster to be discussed: Grooming is.... Grooming knowledge is important..... I would like to know.... Pre-test	Teaching Grooming to Teenage Boys and Girls, Avon
	Grooming checklist to evaluate personal habits. List changes.	Filmstrip: "The Acme Acne Factory"
A. Physical changes call for changes in personal care.	Students verbally explain why care changes are necessary. Small group work.	<u>Children, Development and Relationships</u> ; Smart, Mollie and Smart, Russell Pages 487 - 493.

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TEXTILES AND CLOTHING

CONCEPT IV:

CLEANLINESS

Generalization:

Cleanliness is a must in order to be well-groomed.

Behavioral Objective:

The student will determine the cleansing habits best for her/him as evidenced by his/her appearance.

SUB GENERALIZATIONS

LEARNING EXPERIENCES

RESOURCES

Student comparative product
oral report and poster.

"Neat" Gillette Company
Personal Care Division

Types of Soaps:

Pure mild soap

Complexion bar

Deodorant Bar

Anti-bacterial Bar

Differences, advertising
examples, costs, reasons
for using.

Special Facial Cleaners

Reasons for using

Differences

Advertising examples

Costs

Deodorant vs. Antiperspirant

Differences, reason for
using, advertising examples,
cost.

Deodorant: Aerosol

Roll-on

Cream

Advertising examples,
differences, costs, functions,
why use them.

CONCEPT IV:

CLEANLINESS (Cont'd)

SUB GENERALIZATIONS	LEARNING EXPERIENCES	RESOURCES
	Shaving Equipment needed, costs, types of shaving creams, for boys	
	Shaving for girls Depilatory Costs, advertising examples, purposes, why use them.	
	Types of facial skin and care of each	
	Filmstrip: "Acne Acme Factory"	<u>Skin Care for the Teen Years</u>

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TEXTILES AND CLOTHING

CONCEPT V:

CARE OF THE TEETH

Generalization:

The keys to healthy teeth and fresh breath include proper diet, dental check ups, brushing teeth, and using a mouthwash.

Behavioral Objective:

The student will list in writing the causes and prevention of tooth decay and halitosis.

SUB GENERALIZATIONS

LEARNING EXPERIENCES

RESOURCES

Transparency: "Lets Concentrate on You"

Procter and Gamble

TEXTILES AND CLOTHING

CONCEPT VI:

CARE OF THE HANDS AND FEET

Generalizations:

Neglected nails detract from your appearance.

Behavioral Objective:

The student will manicure his/her nails in class.

SUB GENERALIZATIONS	LEARNING EXPERIENCES	RESOURCES
A. Well-groomed nails require specific tools.	Transparency, "Fundamentals for Grooming."	3 M Company
B. Nail care should be a weekly routine.	Pamphlet: "All about Nail Care"	Revlon, Inc.
C. Pumice stones are used to smooth rough spots on hands and feet.		

TEXTILES AND CLOTHING

CONCEPT VII:

CARE OF THE HAIR

Generalization:

The care you give your hair depends upon your hair, but it must be kept clean and styled to suit you.

Behavioral Objective:

The student will exhibit well-cared for hair.

SUB GENERALIZATIONS	LEARNING EXPERIENCES	RESOURCES
A. Special hair problems require special care.	Beautician to discuss hair care and styles for girls and for boys - 2 groups.	
B. Hair types include oily, dry, and normal.		
C. Hair styles should be suited to the shape of your face.		

COURSE OUTLINE

GRADE 8

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HOME MANAGEMENT AND CONSUMER EDUCATION

- I. Purpose of advertising
- II. Critics of advertising
 - A. Positive
 - B. Negative
- III. Appeal of advertising
 - A. Physical and social needs
 - B. Security
 - C. Youth
 - D. Ego
 - E. Welfare of loved ones
 - F. Need to be attractive
 - G. Personal interests
- IV. Types of advertising
 - A. Informative ads
 - B. Bait ads
 - C. Puffed ads
 - D. Ads containing no information
- V. Media used for advertising
 - A. Newspapers
 - B. Magazine
 - C. Circular
 - D. Billboard
 - E. Radio
 - F. Television

HUMAN DEVELOPMENT AND THE FAMILY

- I. Understanding babies and young children
 - A. Individuality
 - 1. Similarities
 - 2. Differences
 - 3. Basic needs
 - B. Caring for a baby
 - 1. Feeding
 - 2. Bathing
 - 3. Diapering
 - C. Toddlers and young children
 - 1. Development
 - 2. Eating habits
 - 3. As a family member
- II. Child safety
 - A. Safety hazards
 - B. Accident prevention
 - C. Safe toys
- III. Toys, games and stories
 - A. Age group
 - B. Types of toys
 - 1. Teaching
 - 2. Motor
 - C. Constructing a toy
- IV. Baby sitters as wage earners
 - A. Characteristics of a successful sitter
 - 1. Attitudes
 - 2. Know-how
 - 3. Personal traits
 - B. Employer - employee relationships
 - 1. Rights
 - 2. Responsibilities
 - C. Career opportunities in child care

V. Peer relationships

A. Individual

1. Basic needs

B. Brothers and sisters

1. Family group
2. Problems

C. Dating

1. Group
2. Double
3. Couple
4. Behavior
5. Activities

TEXTILES AND CLOTHING

I. Your clothes and you

A. Effect on individual

1. Feelings
2. Attitudes
3. Desires
4. Thoughts
5. Behavior

II. Choosing your clothing

A. Wardrobe planning

1. What you have
2. What you want
3. Money available

B. Buying clothes

1. Styles
2. Price
3. Construction

C. Advertising

1. Creates wants
2. Aids in selection

D. Labels and hangtags

1. Information on each

III. Selecting a pattern

A. Commercial pattern

1. Markings
2. Guide sheet
3. Notions
4. Fabric needed

IV. Constructing an accessory

A. Types of fabric

1. Woven
2. Knitted
3. Natural
4. Man-made

B. Sewing equipment

1. Review previous learnings
2. Have
3. Seam ripper
4. Tracing wheel and paper
5. Shears - dressmakers, pinking, electric
6. Hem gauge
7. Tape measure - metric and English

C. Construct one accessory

1. Floppy hat
2. Shoulder bag
3. Man's tie
4. Stuffed animal
5. Back pack

V. Clothing repair

A. Repair worn clothing

1. Ripped seam
2. Worn seats of pants
3. Torn pocket

B. Creative patches and/or embroidery stitches

HOUSING AND HOME FURNISHINGS

I. The personality of a room

A. Expression of occupant

1. Boy's room
2. Girl's room

B. Uses of bedroom

1. Sleeping - relaxing
2. Hobbies
3. Study
4. Privacy

II. Care of a room

A. Cleaning

1. Proper equipment
2. Daily, weekly, seasonal chores

B. Orderliness

III. Sharing a room

A. Problems

IV. Furniture arrangement

A. Change appearance

V. Decorating and accessorizing a room

A. Color

1. Appear larger or smaller
2. Warm and cool colors

B. Wall and floor coverings

C. Construct an accessory for a room

1. Terrarium
2. Accessory box
3. Pillow
4. Pencil holder

FOOD AND NUTRITION

I. Nutrition

A. Basic four food groups

1. Review

B. Nutrients

1. Vitamins - A, C, thiamine, riboflavin, niacin,
D, E
 - a. Food sources
 - b. Body function

2. Minerals - calcium, iron, trace
 - a. Food sources
 - b. Body function
3. Protein
 - a. Food sources
 - b. Body function
4. Fats
 - a. Food sources
 - b. Body function
5. Carbohydrate
 - a. Food sources
 - b. Body function

C. Water function

D. Personal weight control

1. Calories
2. Reducing tips
3. Maintenance tips
4. Gaining tips

II. Basic kitchen techniques

A. Equipment and utensils

B. Equivalents and measuring

1. Measuring tools
2. Measuring techniques
 - a. Dry
 - b. Liquid
 - c. Fat
3. Equivalents
4. Metric

C. Rules of the kitchen

1. Safety

III. Comparative food preparation

A. Milk group

1. Convenience food vs. starting from scratch
 - a. Time
 - b. Flavor
 - c. Energy
 - d. Cost
2. Variations in preparation of convenience foods
3. Use of portable appliances in preparation of convenience food

B. Meat groups

1. Convenience food vs. starting from scratch
 - a. Time
 - b. Flavor
 - c. Energy
 - d. Cost
2. Variations in preparation of convenience foods
3. Use of portable appliances in preparation of convenience foods

C. Fruit and vegetable group

1. Convenience food vs. starting from scratch
 - a. Time
 - b. Flavor
 - c. Energy
 - d. Cost
2. Variations in preparation of convenience foods
3. Use of portable appliances in preparation of convenience foods

D. Bread and Cereal group

1. Convenience food vs. starting from scratch
 - a. Time
 - b. Flavor
 - c. Energy
 - d. Cost
2. Variations in preparation of convenience foods
3. Use of portable appliances in preparation of convenience foods

HOME MANAGEMENT AND CONSUMER EDUCATION

CONCEPT I:

PURPOSE OF ADVERTISING

Major Generalization: The function of advertising is to communicate information and sell goods and services.

Behavior Objective: The student will verbally cite the purposes of advertising.

SUB GENERALIZATIONS

LEARNING EXPERIENCES

RESOURCES

Transparency Series: "Evaluating Advertising"

3 M Company

HOME MANAGEMENT AND CONSUMER EDUCATION

CONCEPT II: CRITICISMS OF ADVERTISING

- Major Generalization: Advertising can be useful when it makes people aware of the many new products available on the market, but it can also be misleading.
- Behavioral Objective: The student will verbally discuss the positive and negative criticisms of advertising.

SUB GENERALIZATIONS	LEARNING EXPERIENCES	RESOURCES
A. Advertising is educational, leads to better merchandise at lower prices, provides consumer help, serves the public, and keeps the consumer informed of new products.	Discussion 44, groups summarize positive and negative criticism of advertising to present to class.	<u>Teen Guide to Homemaking</u> Barclay, Champion, Brinkley, Funderbunk, Page 218.
B. Many advertisements can be misleading, because they are vague.		<u>Introductory Homemaking</u> , Cross, Pages 281 - 282 <u>Learning to be a Better</u> ⁹ Buyer, Saalbach, Pages 21 - 22. <u>The Consumer and His</u> <u>Dollars</u> , Schoenfield and Natella, Pages 60- 80.

HOME MANAGEMENT AND CONSUMER EDUCATION

CONCEPT III: APPEAL OF ADVERTISING

Major Generalization: Consumers make most buying decisions as a result of advertising which appeals to their own motives.

Behavioral Objective: The student will identify and evaluate in writing the typical appeals found in ads.

SUB GENERALIZATIONS	LEARNING EXPERIENCES	RESOURCES
A. By appealing to your wants and/or needs, advertising is trying to give you a reason to buy a product.	Filmstrip: "Learning to Be a Better Buyer" Part 3.	Guidance Associates
	Transparency Series: "Evaluating Advertising"	Home Economics #34 3 M Company
	Bulletin Board Idea: "What Appeals to You?" Advertisements label with type of appeal.	
	Students clip advertisements and label type of appeal.	Smart Spending Kit Page 51
	Filmstrip: "Advertising and Consumer Motivations"	Intermediate Unit #20

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HOME MANAGEMENT AND CONSUMER EDUCATION

CONSUMER IV: TYPES OF ADVERTISEMENTS

Major Generalization: Informative ads, puffed up ads, bait ads and ads which present no information are all different types of advertisement.

Behavioral Objective: The student will explore four different types of advertisements in order to evaluate in writing various advertisements.

SUB GENERALIZATIONS	LEARNING EXPERIENCES	RESOURCES
A. Informative ads may contain such things as cost, location or directions for use and care.		
B. Bait advertising is used to get your interest to enter the store.		
C. Puffed ads tend to be exaggerated, or use words that suggest something but do not really state a fact.	Filmstrip: "And Now a Word from Our Sponsor: Advertising"	<u>Modern Consumer Education</u> Grolier Educational Corp.
D. Some ads contain no information, they sometimes appeal to your emotions.	Students clip ads from magazines and newspapers, label types of advertising.	

HOME MANAGEMENT AND CONSUMER EDUCATION

CONCEPT V: MEDIA USED IN ADVERTISING

Major Generalization: Mass media used in advertising include television, radio, magazines, newspapers, and circulars.

Behavioral Objective: The student will develop and present an informative advertisement using two forms of media presentation.

SUB	GENERALIZATIONS	LEARNING EXPERIENCES	RESOURCES
		Transparency Series: "Evaluating Advertising"	3 M Company
		One evening watching TV, count the advertisements. Have students recite any ads they remember.	
		Students write an informative advertisement for newspaper, magazines, or billboard.	
		Students write and perform a skit for an informative advertisement that can be used on radio or television. Radio ads will be recorded. Television ads will be video taped.	

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HUMAN DEVELOPMENT AND THE FAMILY

CONCEPT I: UNDERSTANDING BABIES AND YOUNG CHILDREN

Major Generalizations: You will get along better and enjoy being with children more if you understand them.

Behavioral Objectives: The student will demonstrate and explain, verbally, duties related to the care of a child.

SUB GENERALIZATIONS	LEARNING EXPERIENCES	RESOURCES
A. The difference noticed in babies can be related to differences as the child matures.	Collage of baby faces Bulletin Board: "You've Got the Cutest Little Baby Face". Students bring in own baby pictures, have a contest to see who can correctly identify the most pictures.	Magazines, newspapers
B. Because of their different personalities, babies react differently to things that go on about them.	Assigned Reading	<u>Young Living</u> , Clayton Pages 54 - 60.
C. Babies know when they are loved.		
D. Even though you may not have complete charge of a baby, very often, it is important for you to know how to take care of a	Teacher demonstration of holding, feeding and diapering a baby. Discussion of eating habits of toddlers and young children.	Pages 64 - 66, 69, 74-76
	Game: Baby Bee	<u>Ecrecast</u> , Sept. 1974 Page F241
	View filmstrip: "Baths and Babies"	Johnson and Johnson

HUMAN DEVELOPMENT AND THE FAMILY

CONCEPT II: CHILD SAFETY

Major Generalization: Many of the accidents that happen to children are due to carelessness.

Behaviorial Objective: The student will verbally identify and explain preventative measures of potential safety hazards.

SUB GENERALIZATIONS	LEARNING EXPERIENCE	RESOURCE
	News clippings of accidents involving children. Discuss how they could have been prevented.	Newspapers.
	Selected transparencies to recognize potential safety hazards. Encourage discussion.	<u>Child Safety</u> , 3M Co.
▲ It is your responsibility to choose <u>safe</u> toys.	In groups of four the students will devise a checklist for choosing safe toys.	"Toy Safety, Always in Season", U. S. Consumer Safety Commission
	Class discussion of items included.	"The ABC's of a Safe Toy", <u>What's New</u> , Nov./Dec. 1973, page 6-7

HUMAN DEVELOPMENT AND THE FAMILY

CONCEPT III:

TOYS, GAMES AND STORIES

- Major Generalization: Playing with toys is one way a child learns about his surroundings.
- Behavioral Objective: Working in groups, the students will teach a game, action song or read a story suitable for a pre-school child. Each student will construct a simple toy or game suitable for a pre-school age child.

SUB GENERALIZATIONS

LEARNING EXPERIENCES

RESOURCES

A. Children enjoy exploring, this is how they learn about their surroundings.

Assigned reading

Young Living, Clayton
Pages 62 - 64, 68 - 74

B. You must consider the child's age and his/her stage in growth when choosing toys, game or stories.

Bulletin Board:

Pictures of toys for children.
Students will determine toys suitable for different age groups.

Students make a list of toys each age group enjoys. Each student will construct a simple toy or game for a pre-school age child.

Young Living, Clayton
Page 77

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CAREERS

CONCEPT IV: BABYSITTERS AS WAGE EARNERS

Major Generalization: Teenagers may become wage earners by babysitting.

Behavioral Objective: The student will compile a written list of rules for babysitters.

SUB GENERALIZATIONS	LEARNING EXPERIENCES	RESOURCE
A. Sitters should display a business-like attitude toward the job.	Read Gerber leaflet, Pages 1-2. Buzz group compile a list of characteristics of a good sitter. Discuss list.	"Sitting Safely" leaflet Gerber Products Co.
B. Both employee and employer have rights and responsibilities.	List responsibilities of employer and employee.	
C. Babysitting can be a valuable experience in preparation for future job opportunities.	Filmstrip: Babysitting: The job - The Kids, Part I "Dear Babysitter"	Guidance Associates "Good Housekeeping" March 1969.

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HUMAN DEVELOPMENT AND THE FAMILY

CONCEPT V: PEER RELATIONSHIPS

Major Generalizations: The more you know about getting along with other people, the happier you will be.

Behaviorial Objectives: The student will verbally discuss problems he/she has in his/her relationships with friends, family, and peers.

SUB GENERALIZATIONS	LEARNING EXPERIENCES	RESOURCES
A. Each person is an individual and should express that individuality while still conforming to some group standards.	Discuss the difference in "belonging" and being "on the outside" of a group. Recognition, Security, Individuality. What things help you become a member of the group?	<u>Young Living</u> , Clayton, Page 30 - 45.
B. Feeling such as jealousy, competition, and anger are very normal in your relationships with brothers and sisters.	Sound filmstrip, "Brothers, Sisters, Feelings and You." with discussion 44.	Guidance Associates
C. The keys to a successful date is respect and consideration for each other.	Sound filmstrip: "Beginning to Date" Question Box discussion including group dating, double dating, couples. Brainstorm Dating Activities	Guidance Associates

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TEXTILES AND CLOTHING

CONCEPT I: YOUR CLOTHES AND YOU

Major Generalization: Clothes influence appearance and behavior.

Behavioral Objective: The student will analyze, orally, selected types of clothing to determine the attitudes which are created.

SUB GENERALIZATIONS	LEARNING EXPERIENCES	RESOURCES
A. The clothing you wear has a psychological effect on your feelings, desires, behavior, attitudes and thoughts	Use selected transparencies to introduce the functions, expressions, and influence of clothing. Encourage discussions.	<u>Clothing Inter-relationships</u> , 3M Co.
B. Feeling right in your clothing gives you a sense of security.	Playlet, "Granny, This Isn't 1890."	Socio-Guidance Series Methods and Materials Press (Springfield, N.J.)

TEXTILES AND CLOTHING

CONCEPT II:

CHOOSING YOUR CLOTHING

Major Generalization: Shopping for clothing is a choice-making process.

Behavioral Objective: With a given amount of "Money", the student will shop for and select one garment to add to his/her present wardrobe.

SUB GENERALIZATION	LEARNING EXPERIENCES	RESOURCES
A. A shopping plan helps stretch clothing money.	Compare styles and prices of clothing from various sources.	Magazines, Newspapers and catalogues.
B. A wardrobe plan includes what you already have, what you need, what you want and the amount of money you have to spend.	Filmstrip: "Buying clothing"	Journal films 909 W. Diversey Parkway Chicago, Ill. 60614
C. Advertising is helpful when shopping for clothing.	Collage of advertisements	Magazines and newspapers 59
D. Reading tags and labels aid you in making wise clothing purchases.	Students design own hang-tags, one a good example, one a poor example.	Sample hangtags.

TEXTILES AND CLOTHING

CONCEPT III:

SELECTING A PATTERN

Major Generalization: Commercial patterns are available to the home sewer.

Behavioral Objective: Using a given pattern, the student will determine the amount of fabric needed for a project and the notions needed.

SUB GENERALIZATIONS	LEARNING EXPERIENCES	RESOURCES
A. The pattern envelope explains what materials are needed for a given project.	Use selected transparencies, Volume I, "The Pattern Envelope"	Commercial Pattern Envelopes Butterick <u>See and Sew</u> Series
B. A guide sheet includes sewing instructions for the completion of a pattern.	Transparencies: Volume III, "Know Your Pattern"	Pattern guide sheet Butterick <u>See and Sew</u> Series
C. Each pattern piece has markings that assist the home sewer in completing a project.	Examine markings on printed pattern pieces.	Commercial pattern pieces Butterick <u>See and Sew</u> Series

TEXTILES AND CLOTHING

CONCEPT IV:

ACCESSORY CONSTRUCTION

Major Generalization: Sewing skills can start with the construction of simple accessories.

Behavioral Objective: All students will demonstrate their sewing ability by using sewing equipment and a commercial pattern to complete an accessory which will enhance their wardrobe.

SUB GENERALIZATIONS	LEARNING EXPERIENCES	RESOURCES
A. Choosing a fabric suitable for a given project will enhance the student's satisfaction of the completed project.	Examine natural and manmade fibers, compare woven and knitted fabrics.	Fabric samples
B. Learn to use sewing equipment properly the first time you make a garment and you can continue to use it successfully.	Play "See & Tell" Recognition and proper name of various pieces of sewing equipment which may be new or unfamiliar.	<u>Forecast</u> , December 1974
C. Learning basic sewing techniques can lead to the completion of simple projects.	Students select fabric and one of several pattern choices to create an accessory which would enhance the student's wardrobe.	Commercial Patterns, sewing equipment and notions.
	Bulletin Board "Your Work's Cut Out for You"	<u>Teen Guide to Homemaking</u> Page 331
	Sewing puzzles	Teacher made

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TEXTILES AND CLOTHING

CONCEPT V:

CLOTHING REPAIR

Major Generalization: A well cared for wardrobe requires repairs

Behavioral Objective: The student will select one garment in need of repair, determine the necessary repairs and complete these repairs.

SUB GENERALIZATIONS	LEARNING EXPERIENCES	RESOURCES
A. Creative patches can add individuality to worn clothing.	Teacher demonstration of ways to repair worn clothing (ripped seams worn seats, torn pockets, etc.) with patches and/or embroidery stitches. Bulletin Board "Cure for Sick Clothes"	<u>Teen Guide to Homemaking</u> Page 303

HOUSING AND HOME FURNISHINGS

CONCEPT I: THE PERSONALITY OF A ROOM

Major Generalization: A room expresses the personality of the occupant.

Behavioral Objective: After completing selected activities, the student will be able to describe in writing the personality of his or her own room.

SUB GENERALIZATIONS	LEARNING EXPERIENCES	RESOURCES
A. The types of activities that go on in a room help to determine the personality of a room.	Work in buzz groups to discuss the possible uses of a bedroom. For example: hobbies, study, privacy, relaxing. View filmstrip.	Filmstrip: <u>The Right Room for You</u> , Seventeen
B. A girl's room has a different personality than a boy's room.	Read Chapter 9, "Managing Your Own Space" and discuss the difference between a boy's room and a girl's room.	<u>Introductory Homemaking</u> Cross, Pages 213 - 219 69

HOUSING AND HOME FURNISHINGS

CONCEPT II: CARE OF A ROOM

Major Generalization: **Orderliness** in a room contributes to personal satisfaction.

Behavioral Objective: Each student will develop in writing a cleaning plan suitable for his or her own room. The plan will include daily, weekly, monthly and seasonal cleaning chores.

SUB GENERALIZATION	LEARNING EXPERIENCES	RESOURCES
A. Orderliness is easy to maintain with a few daily chores.	Read and discuss Chapter 9 "Sharing in the Care of a Home".	<u>Young Living</u> , Clayton pages 331 - 342.
B. Using the proper equipment makes a cleaning job easier.	Play - "The Clean Machine"	<u>Forecast</u> , December 1974. page 28
C. Lack of orderliness in a room can create a safety hazard.	Use transparency to verbally identify potential safety hazards in a room.	Transparency. <u>Home Safety in the Bedroom</u> . GAF Home Economics Management

H O U S I N G A N D H O M E F U R N I S H I N G S

CONCEPT III: SHARING A ROOM

Major Generalization: Space in the home is shared with other family members.

Behavioral Objective: The student will explore verbally, given situation problems in sharing a room in order to find possible satisfactory solutions.

SUB GENERALIZATIONS	LEARNING EXPERIENCES	RESOURCES
A. Each individual can express himself in his room, even if he shares the room with others.	Read and discuss Chapter 9, "Managing Your Own Space"	<u>Introductory Homemaking</u> Cross. Pages 227 - 230
B. Compromise may be needed in sharing a room.	Problem box - students write problems of sharing a room, caring for a room, or decorating a room and place in "problem box"; teacher selects problems, students discuss and suggest solutions.	

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HOUSING AND HOME FURNISHINGS

CONCEPT IV: FURNITURE ARRANGEMENT

Major Generalization: To enhance the beauty of a room, the furniture must be conveniently and attractively arranged.

Behaviorial Objective: Using a given floor plan of a bedroom and scaled cutouts, the student will draw the plan to scale on graph paper, select and arrange appropriate furnishings.

SUB GENERALIZATIONS	LEARNING EXPERIENCES	RESOURCES
A. The location of windows and doors often limit the way furniture can be arranged.	View filmstrip	Filmstrip, <u>Planning the Bedroom</u> , Nasco.
B. Large pieces of furniture should be arranged parallel to the walls of a room.	Practice arranging furniture in a given room.	Plan-It-Kit

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HOUSING AND HOME FURNISHINGS

CONCEPT V: ACCESSORIZING A ROOM

Major Generalization: The personality of the occupant of a room is expressed by his/her choice of colors, textures and accessories.

Behaviorial Objective: Using coordinated colors and textures the student will select wall, floor and window treatments and accessories for a given room.

SUB GENERALIZATIONS	LEARNING EXPERIENCES	RESOURCES
A. A room should express the personality of the person who uses the room.	"Cover the Bare Spots" Fill in the background areas on a given room.	<u>Forecast</u> , January 1975, page 45
B. Beauty can be added to a room by using accessories.	Project. Students create an accessory for their room from given choices: Terrarium, accessory box, pencil holder	Wall paper, floor coverings and fabric samples supplied by local stores.
C. Accessories express personality.		Student supplied material

F O O D S A N D N U T R I T I O N

CONCEPT I: BASIC FOUR FOOD GROUPS

Major Generalization: The basic four food groups were developed to make nutritious meal planning simpler.

Behavioral Objective: Given sample daily menus, the student will select those which fulfill minimum daily food requirements.

SUB GENERALIZATIONS	LEARNING EXPERIENCES	RESOURCES
A. Four daily servings from the fruit and vegetable group, milk group, and bread and cereal group are needed daily, while only two servings are needed from the meat group.	Circle Collage "Four Food Groups" Game: Poppin Swamp	<u>Young Living</u> , C yton Pages 87, 88 Pillsbury Co.
B. Diet means the average meals you eat every day.		
C. Balanced diet means to eat foods from each food group at every meal.	Bulletin Board, "Balance Your Diet" Check foods eaten for one day to evaluate adequacy of diet. List foods eaten for breakfast and lunch, plan a dinner to balance daily diet.	<u>Teen Guide to Homemaking</u> Barclay, Champion, Brinkley, Funderbark, Page 361

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CONCEPT II: NUTRIENTS (Cont'd)

SUB GENERALIZATIONS	LEARNING EXPERIENCES	RESOURCES
G. Vitamin C is found primarily in citrus fruits and has many body functions.	Game: Food Bingo	<u>What's New in Home Economics</u> October 1973
H. Vitamin D is added to milk to promote strong bones and teeth.		
I. Minerals regulate body processes and contribute to growth.		
J. Found in large quantities in milk, calcium is needed for making strong bones and teeth as well as for your muscles, blood, and nerves.		<u>Young Living, Clayton</u> Page 84
K. Iron is necessary for the blood to transport oxygen to your cells. It's best source is liver.		
L. Trace minerals are those minerals which are essential to your body, but in very small amounts.		
M. Proteins help with the growth and repair of the body, as well as fighting infection.		
N. Foods from the Meat Group and milk group provide proteins.		<u>Young Living, Clayton</u> Page 80.

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CONCEPT II: NUTRIENTS (Cont'd)

SUB GENERALIZATIONS	LEARNING EXPERIENCES	RESOURCES
O. Fats are found in foods from the bread and cereal groups and milk group.		<u>Young Living</u> , Clayton Page 84
P. Fats provide energy, and also helps keep your skin smooth.		
Q. Found in breads and cereals and in fresh fruits, carbohydrates supply the energy you need.		
R. Water is not a nutrient, but is essential to good health.		Page 86.
	Crossword puzzle	Puzzle for Learning Series 2 Consumer ERA

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FOODS AND NUTRITION

CONCEPT III: PERSONAL WEIGHT CONTROL

Major Generalization: Being overweight is usually caused by eating too much of the wrong kinds of food.

Behavioral Objective: The student will develop a weight control program suited to his/her personal needs.

SUB GENERALIZATIONS	LEARNING EXPERIENCES	RESOURCES
A. Calorie is a unit in describing the amount of heat or energy produced by food.	Assigned Reading, Pages 91-98.	<u>Young Living, Clayton</u> Pages 91-98
	Determine desirable weight of each student.	
	Compare the caloric needs of different individuals: baby, teenager, middle aged person.	
	Evaluate student food intake for one day in terms of calories eaten.	
	Bulletin Board: "Are you a Calorie Counter" Pictures of a basic low calorie meal, same meal with additions for medium caloric count and high calorie count.	<u>Forecast March 1967</u>
	Bulletin Board: "Figuratively Snacking" Pictures of nutritious snacks. List snacks for weight watchers.	
	Students make a plan for controlling their weight.	<u>Young Living, Clayton</u> Page 99.

FOODS AND NUTRITION

CONCEPT IV: KITCHEN EQUIPMENT

Major Generalization: Correct use of equipment contributes to efficiency.

Behavioral Objective: The student will identify and explain in writing selected kitchen equipment and its functions.

SUP GENERALIZATIONS

LEARNING EXPERIENCES

RESOURCES

Slides: "Kitchen Tools and
Utensils; Correct Use" 02173

NASCO

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FOODS AND NUTRITION

CONCEPT V: Equivalents and Measurements

Major Generalization: Proper measuring of ingredients insure success.

Behavioral Objective: The student will demonstrate his/her knowledge of measuring equipment, techniques, and equivalents during laboratory situation.

SUB GENERALIZATIONS	LEARNING EXPERIENCES	RESOURCES
A. To be accurate, you need to have the proper measuring equipment.	Teacher demonstration: Measuring equipment and techniques used when measuring fats, liquid, or dry ingredients.	<u>Introductory Homemaking</u> , Cross, Page 310, 311
B. Following the rules for measurement contributes to quality products.	Game: Measure Meet	<u>Teen Guide to Homemaking</u> , Barklay, Champion, Brinkley, Funderbunk: page 404.
C. Equivalent measurements can sometimes be used when increasing a recipe.		74
D. To reduce the confusion when the change to metric occurs, we should learn and understand the system now.	Metric Match-ups	Corning

FOODS AND NUTRITION

CONCEPT VI: KITCHEN SAFETY

Major Generalization: Practicing good safety habits will help prevent accidents.

Behavioral Objective: The student will establish in writing rules of kitchen safety.

SUB GENERALIZATIONS	LEARNING EXPERIENCES	RESOURCES
	Assigned Reading, Page 119	<u>Young Living</u> , Clayton Page 119
	Teacher use devil's advocate of safety rules while demonstrating cooking procedure. Student's identify in writing the hazards performed.	

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FOODS AND NUTRITION

CONCEPT VII:

COMPARATIVE FOOD PREPARATION - MILK GROUP

Major Generalization: When selecting a convenience food or a conventional preparation, you must consider the flavor and cost as well as the time and energy each will save.

Behavioral Objective: Given various convenience foods and corresponding 'scratch' preparations, the student will verbally evaluate the time saving, energy-saving, flavor and cost factors.

SUB GENERALIZATIONS	LEARNING EXPERIENCES	RESOURCES
A. A convenience food can be altered to add variety to your meals.	Students prepare products, compare the cost, flavor, energy used and time used.	
B. Many convenience foods are prepared using portable appliances.	Pudding from scratch, package pudding which is cooked, instant pudding, snack pack puddings.	
	Cup Custard	Corning Match-ups
	Cream Soups - from scratch	

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FOODS AND NUTRITION

CONCEPT VIII:

COMPARATIVE FOOD PREPARATION-FRUIT AND VEGETABLE GROUP

Major Generalization: When selecting a convenience food or a conventional preparation, you must consider the flavor and cost as well as the time and energy each will save.

Behavioral Objective: Given various convenience foods and corresponding 'scratch' preparations, the student will verbally evaluate their flavor, costs, and time, and energy saving factors.

SUB GENERALIZATIONS	LEARNING EXPERIENCES	RESOURCES
A. A convenience food preparation can be altered to add variety to your meals.	Fresh applesauce compared with canned applesauce.	
B. Many convenience foods are prepared using portable appliances.	Fresh pineapple compared to canned pineapple and frozen pineapple.	

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FOODS AND NUTRITION

CONCEPT IX: COMPARATIVE FOOD PREPARATION - MEAT GROUP

Major Generalization: When selecting a convenience food or a conventional preparation, you must consider the flavor and cost as well as the time and energy each will save.

Behavioral Objective: Given various convenience foods and corresponding 'scratch' preparations the student will verbally evaluate their time saving, energy saving flavor and cost factors.

SUB GENERALIZATIONS	LEARNING EXPERIENCES	RESOURCES
A. A convenience food preparation can be altered to add variety to your meals.	Quick Chili, canned Chili	<u>Jr. Cookbook</u> , Better Homes and Gardens
B. Many convenience foods are prepared using portable appliances.		

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F O O D S A N D N U T R I T I O N

CONCEPT X: COMPARATIVE FOOD PREPARATION - BREAD AND CEREAL GROUP

Major Generalization: When selecting a convenience food or a conventional preparation, you must consider the flavor and cost as well as the time and energy each will save.

Behavioral Objective: Given various convenience foods and corresponding 'scratch' preparations, the student will verbally evaluate their time saving, energy saving, flavor and cost factors.

SUB GENERALIZATIONS	LEARNING EXPERIENCES	RESOURCES
A. A convenience food preparation can be altered to add variety to your meals.	Biscuits-refrigerator vs. scratch quick breads from scratch vs. from mixes. Cookies-refrigerated, box mix, and scratch.	
B. Many convenience foods are prepared using portable appliances.	Plan and prepare a lunch using convenience foods.	<u>Young Living</u> , Clayton Page 119

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A P P E N D I X

PROBLEM SOLVING

1. Dick is having trouble learning history. He puts in a lot of time studying, but when it comes to reciting in class and taking exams, he does very poorly. What can he do?
2. Lynn was president of the Girl's Club. She enjoyed the prestige of being leader of the group but she couldn't seem to get the other girls to fit in with her plans and ideas. As a result, every meeting turned into an argument and nothing much ever seemed to get done. What could Lynn do?
3. Valerie is always fighting with her younger sister, who wants to tag along everywhere and who is constantly going through Valerie's dresser and borrowing things to wear. What can Valerie do?
4. Art knows a lot about baseball and what the professional teams are doing. He has always dreamed of being the star pitcher on the baseball team, but he doesn't seem to be very good at the sport. His pitching is not very good, his batting is terrible, and his fielding is only fair. Should he give up baseball? What should he do?

FAMILY DIFFERENCES - ROLE PLAY

1. This is an argument between a mother, a ten year old boy, and a 13 year old boy. The ten year old wants to go to the football game with his older brother. The older boy does not want him to go.
2. Participants: Mother, father, 12 year old girl. The girl wants to spend the weekend with a friend. Her parents had planned to visit her grandparents who live out-of-town.
3. Parents Can Be Problems.
4. Too Young to Date.
5. Mama is the Boss.
6. Granny This Isn't 1890.
7. Your Friends - Who Chooses Them.

CHILDREN LEARN WHAT THEY LIVE

If a child lives with criticism,

He learns to condemn.

If a child lives with hostility,

He learns to fight.

If a child lives with ridicule,

He learns to be shy.

If a child lives with shame,

He learns to feel guilty.

If a child lives with tolerance,

He learns to be patient.

If a child lives with encouragement,

He learns confidence.

If a child lives with praise,

He learns to appreciate.

If a child lives with fairness,

He learns justice.

If a child lives with security,

He learns to have faith.

If a child lives with approval,

He learns to like himself.

If a child lives with acceptance and friendship,

He learns to find love in the world.

by Dorothy Law Nolte

Teen Guide to Homemaking

Marion Barclay, Frances Champion,
Jeanne Brinkley, Kathleen Funderburk
McGraw-Hill Book Company, New York
Page 121

RANK ORDER - CITIZENSHIP

1. Which do you think more money should be spent on?

☐ moon shots
☐ slum clearance
☐ cure for cancer

2. Where would you seek help in a strange city?

☐ police
☐ church

3. Which is easiest for you to do?

☐ get contributions for a food drive
☐ help a poor student study
☐ be a volunteer worker in a hospital

4. Which problem is more serious?

☐ poor housing
☐ lack of transportation
☐ hunger

5. Which is the most serious issue?

☐ crime prevention
☐ welfare
☐ inflation

6. Whom do you like least?

☐ shoplifter
☐ drug pusher
☐ con man

7. Which would you give up if you had to?

☐ freedom of speech
☐ freedom of religion
☐ right to education

8. Which problem is worst?

☐ over population
☐ pollution
☐ crime

9. If you saw your best friend shoplifting, would you

☐ report him
☐ pretend you didn't see him
☐ ask him to share

10. Which would you rather be?

- ☐ fireman
- ☐ policeman
- ☐ postman

11. Which would be hardest for you?

- ☐ admit you told a lie
- ☐ tell someone you broke his window
- ☐ admit you cheated

Place the following ten items in the order of importance you feel they should be:

- ☐ World peace
- ☐ Healthy environment
- ☐ Equality
- ☐ Comfortable personal life
- ☐ Low crime rate
- ☐ Right to vote
- ☐ Right to freedom of speech
- ☐ Right to live by your beliefs
- ☐ Right to live where you want to live
- ☐ Right to choose your occupation

NAME _____

One food from each of the basic four food groups should be included in each menu. Some of the following are correct. Some are incorrect. If the menu is correct, write correct beside. If incorrect, write in foods to make it correct.

Oatflakes
Strawberries
Milk

Poached Egg English Muffins
Hot Cocoa

Orange Juice
Bacon Sandwich on Toast
Hot Tea

Cantaloupe Donut
Coffee

Scrambled Eggs Sweet Roll
Hot Cocoa

Fried Eggs Sausage
Toast Butter
Tea

Honeydew Melon Wedge
Rye Toast Butter
Milk

SITUATIONS FOR INFORMAL INVITATIONS

1. Hayride and party
2. Tobogganing party
3. Swim party
4. Barbecue
5. New Year's party
6. Weekend camping trip with your family
7. Dance in your home

CHECKLIST FOR HOUSE CLEANING

PARENTS: To go along with studies in "Family Living", your child is expected to assume some responsibility for the care of your home. Please assign your child any duties you feel appropriate. When this duty is completed, please check it off the list. After completion of all assigned duties, please sign this form and have it returned to me. Thank you for your cooperation.

Dusting	_____
Wash dishes	_____
Dry dishes	_____
Take garbage out	_____
Mow lawn	_____
Make bed	_____
Rake leaves	_____
Vacuum	_____
Feed pets	_____
Shovel snow	_____
Help with garden	_____

Signature

Date

WHAT WOULD YOU WEAR

1. to school?
2. to a wedding?
3. on a picnic?
4. snowmobiling?
5. to visit relatives you don't see very often?
6. on a trip by car? You will leave immediately after school and ride for two hours. You'll be eating out on the trip
7. shopping for clothing?
8. on a field trip?
9. to a basketball game?
10. to a football game?
11. when flying to Florida in December?
12. on a weekend camping trip?
13. to dinner with your boyfriend or girlfriend's family?
14. out to dinner at a very nice restaurant?

In the following square of letters are 25 words which we have used in discussing soups. The words may be written across, up, down, diagonally, backwards or forwards. See how many you can find: (As you find a word, circle it and check it off on the following list.)

C O N S U M M E N U A Q S
 A R O I M I I L V P G O N
 N O T U O R C O E X U I O
 R E C I P E R N G P M C E
 B O U I L L O N E A K R H
 A J Z F B O W L T P I A C
 S D E R P J A I A P L C N
 I N B S T O V E B E S K U
 C C H O W D E R L T O E L
 F R E D N E L B E I P R W
 O D R I E D S W P Z T H A
 U A I N G R E D I E N T L
 R H S I N R A G C R E A M

Appetizer
 Basic Four
 Blender
 Bouillon
 Bowl
 Can

Chowder
 Cream
 Crouton
 Consomme
 Cup
 Cracker

Dried
 Garnish
 Ingredient
 Luncheon
 Microwave
 Menu

Recipe
 Soup
 Spoon
 Stew
 Stove
 Vegetable
 Vitamin

COOKING TERMS

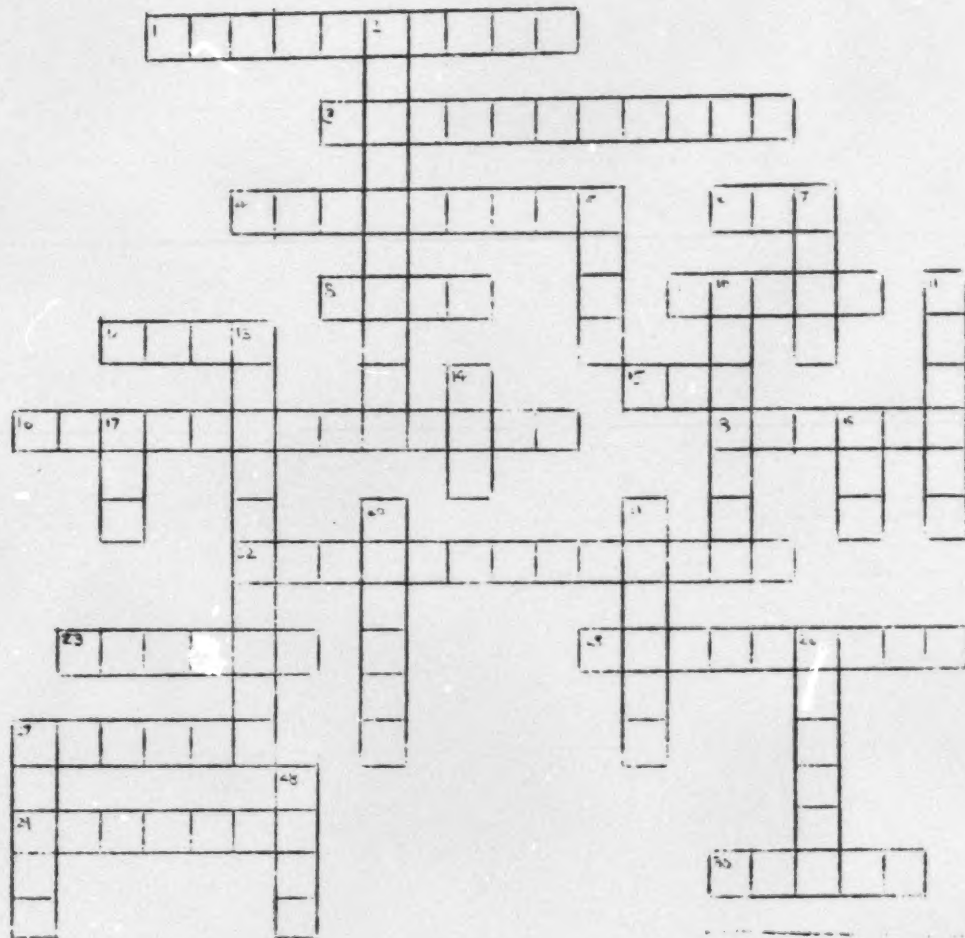
BAKE:	To cook in the oven by dry heat
BEAT:	To add air to a mixture by using a quick over and over motion with a spoon.
BLEND:	To mix two or more ingredients.
BOIL:	To heat a liquid so large bubbles rise constantly and break on the surface.
BROIL:	To cook directly under the source of heat.
CHILL:	To place in the refrigerator until cold.
CHOP:	To cut into small pieces.
COMBINE:	To mix or blend two or more ingredients.
CUBE:	To cut into small even sided pieces.
DICE:	To cut into small cubes.
DOT:	To scatter with small bits of a substance, usually fat on top of a food.
FRY:	To cook in hot fat.
INGREDIENT:	Food items used in preparing recipes.
MELT:	To change a solid food to a liquid by heating.
MIX:	To combine ingredients, usually by stirring.
PARE:	To cut off the outer covering.
PREHEAT:	To heat an oven to the desired temperature before putting food in to bake.
RECIPE:	Directions for cooking.
SEASON:	To add salt, pepper or other spice to make a food taste better.
SIMMER:	To cook in liquid just below the boiling point.
SLICE:	To cut into thin flat pieces.
STIR:	To mix with a circular motion using a spoon or fork.
UTENSIL:	Pieces of equipment used in preparing food.
WHIP:	To beat vigorously so as to add air.

There are 30 sewing terms in this maze of letters. The words may be across, up, down, or diagonal - forwards or backwards. See how many you can find.

S T A P E M E A S U R E F
P S T I T C H C E V I Y A
G O A N S A I B W S P E B
N O T C H S R K I P P E R
R P L M S N O P N O E U I
E H O O K K N R G O R T C
T H R E A D H E M L T T U
T S E A M E A S A U T O B
A B S W O O L S C O R N A
P I N K I N G S H E A R S
Z L A R U L E R I N C Y T
A E P C H A L K N R E P E
G R A I N L I N E E D L E

List the words you find here:

SEWING CROSSWORD PUZZLE

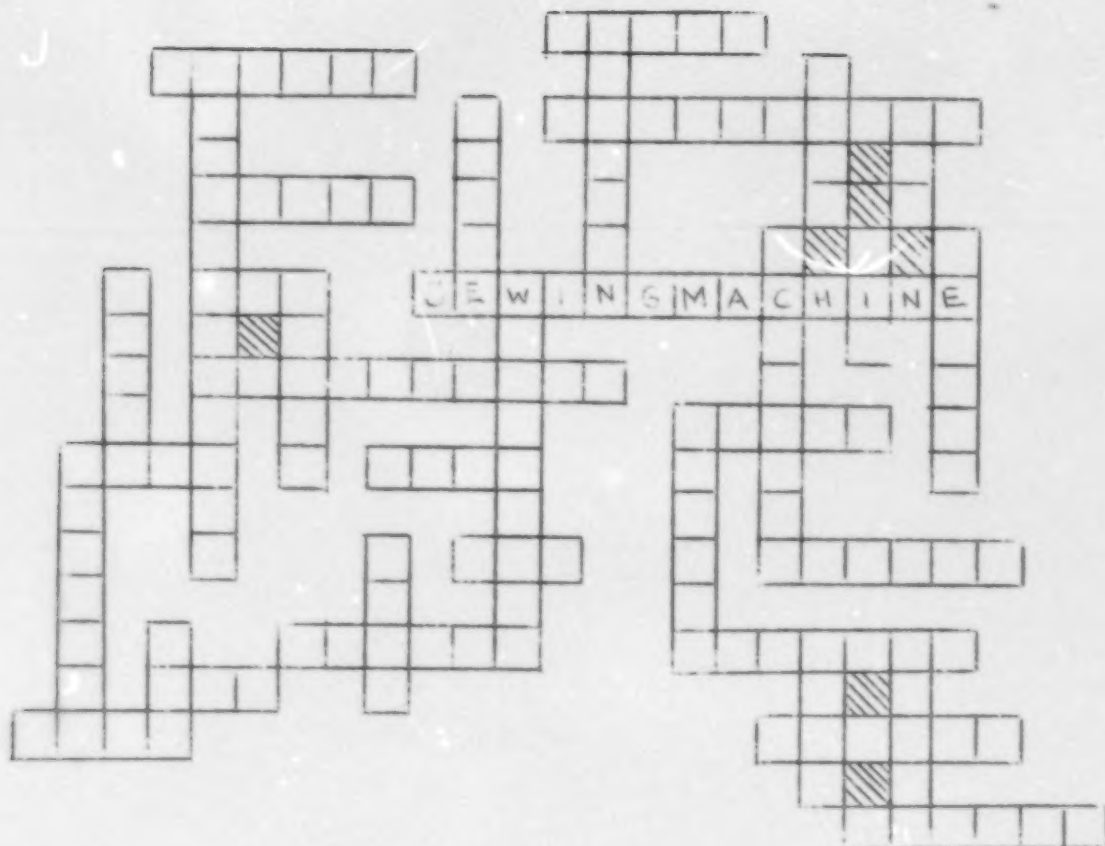


ACROSS

1. Sewing Instructions included with pattern
3. Measures up to 60 inches
4. Finished edge on upper part of skirt or pants
6. Stitch with needle and thread
8. Diagonal Grainline
9. Holds thread
12. Closing at Waistline
15. Use Scissors to _____
16. Used to trim seams to prevent unraveling
18. String used for sewing
22. Electrical equipment used for stitching
23. Material
25. Lengthwise or crosswise
27. Type of Closing with holes
29. Finished edge of fabric
30. Matched during garment construction

DOWN

2. To prevent upper edge of garment from stretching
5. Tuck in fabric to improve fit
7. Natural fiber (from Sheep)
10. Tissue guide for cutting
11. Used for hand sewing
13. Holds Pins & Needles
14. Used for pressing darts
17. Fabric with pile (corruroy) has this
19. Goes with a hook
20. Seam closing with teeth
21. Pants ending above knees
26. Placing pattern on fabric
27. Sew with large stitches
28. Stitch two pieces of fabric together



All of the following sewing terms fit into the above squares.
Start by counting the number of squares - find the correct word and fill in the squares.

3 Letters

Cut
Eye
Ham
Hem
Nap
Pin

4 Letters

Dart
Iron
Knit
Seam
Silk
Snap

5 Letters

Baste
Chalk
Notch
Pants
Spool
Trace
Woven

6 Letters

Button
Cotton
Needle
Shears
Shorts
Stitch
Thread

7 Letters

Notions
Pattern
Selvage

8 Letters

Scissors

9 Letters

Waistband

10 Letters

Pin Cushion
Staystitch

12 Letters

Tracing Paper

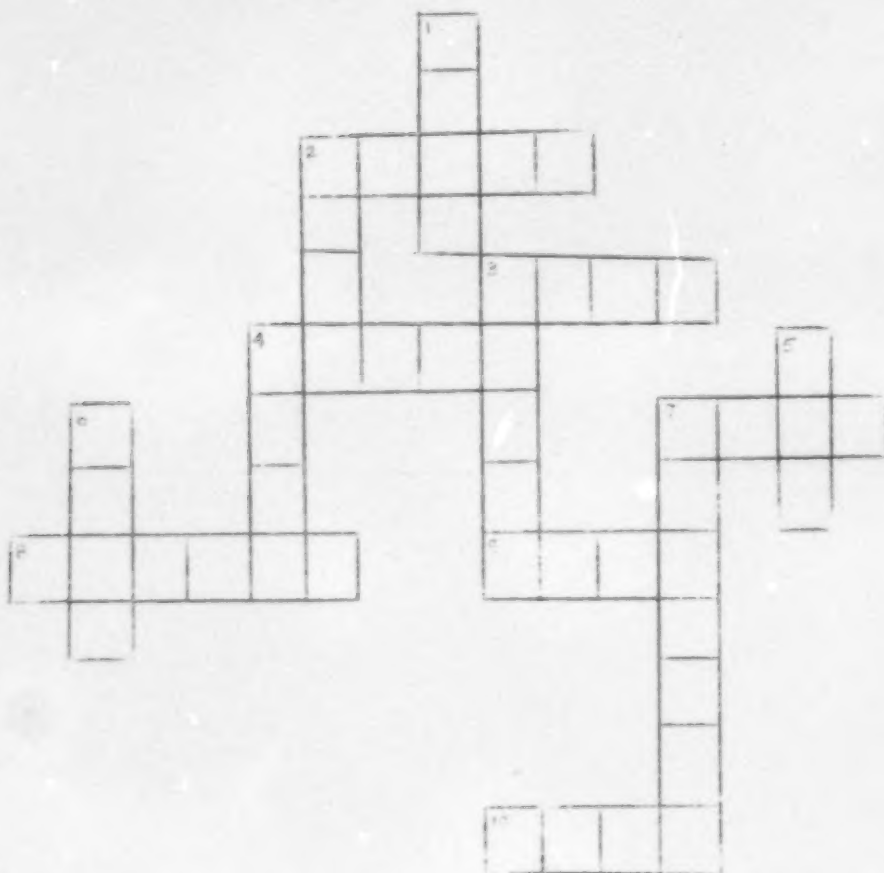
COOKING TERMS PUZZLE

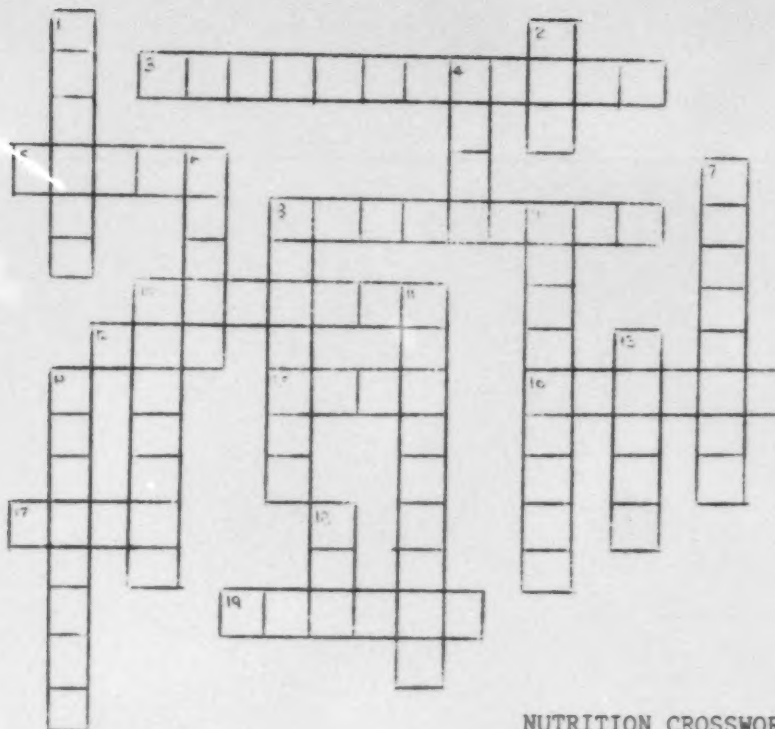
ACROSS

2. To cut into flat pieces.
3. To add air to a mixture by using a quick over and over motion with a spoon.
4. To cook with direct heat under a broiler.
7. To cut off the outer covering with a knife.
8. To cook in liquid just below the boiling point.
9. To cut into small cubes.
10. To change a solid to a liquid by heating.

DOWN

1. To beat rapidly with a fork to add air.
2. To mix with a circular motion using a spoon or fork.
3. To mix two or more ingredients together.
4. To cook in an oven.
5. To cook in hot fat.
6. To cook a liquid until bubbles break on the surface.
7. To heat an oven to the correct temperature before putting food in to cook.





NUTRITION CROSSWORD PUZZLE

ACROSS

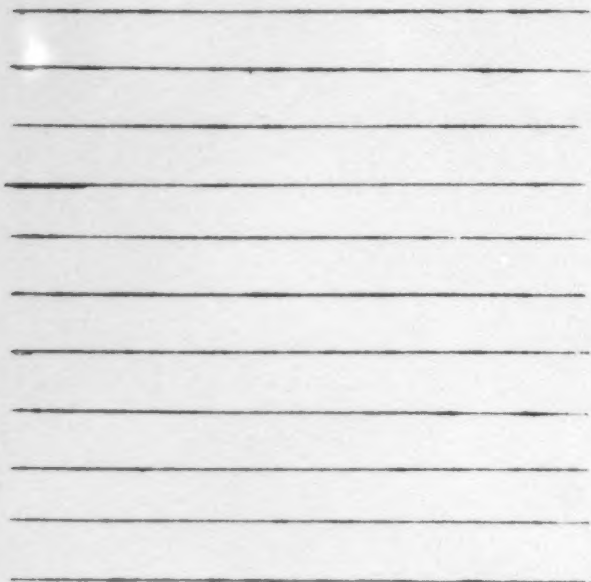
3. Combination of sugars and starches.
5. _____ and cereal food group.
8. Fruit and _____ food group.
10. Nutrient needed for growth and repair of body.
12. _____ bean, a common meat substitute.
15. Major source of protein in our diets.
16. Quick breakfast food.
17. Number of daily recommended servings of dairy foods.
19. Protein is needed for _____ and repair of your body.

DOWN

1. Carbohydrates are a source of quick _____.
2. Taking in more calories than our bodies spend makes us _____.
4. Eating food from all the food groups provides a balanced _____.
6. Milk and cheese belong to the _____ food group.
7. Iron, iodine, calcium etc.
8. Fruits contain minerals and _____. (Singular)
9. Meat, Dairy, Bread, Cereal, Fruits and Vegetables make up the _____.
10. Chickens and other birds used for meat are usually called _____.
11. Protein, carbohydrates, vitamins and minerals are the basic _____.
13. Oranges, bananas and apples are _____.
14. Food energy is counted in _____.
18. Number of daily recommended servings of meat.

PATTERNS USED BY STUDENTS FOR PRACTICING STITCHING.

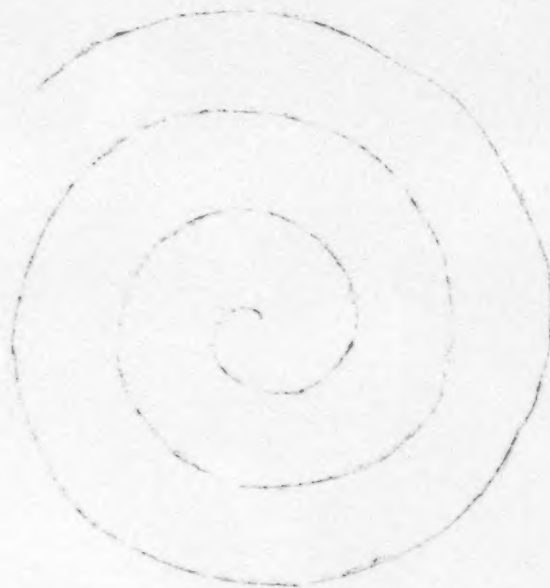
Stitch across all lines.



1. Stitch corner box first.
2. Stitch cross lines next.



Stop needle at each corner in the paper, turn and continue stitching.



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